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ABSTRACT

The report describes a Marist College (New York) program which places students to work with a variety of local nonprofit community agencies. In return for their work in the community, program participants who demonstrate financial need receive up to $500 per semester in tuition credit (applied toward reduction of the students' education loan balances). Students spend up to 10 hours per week at placement sites. Each placement reflects a student's particular interest. The program has provided 57 students with placements in 18 different community organizations. Average amount of tuition credit received per year per student is $742. About two-thirds of participants elect to stay with the program the following term. Students and agency representatives have evaluated the program very positively. Attachments include: a listing of community placement sites; program data and projections; length of service statistics; and suggestions to the Fund for the Improvement of Postsecondary Education concerning conferences and similar community service programs. (DB)

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Community Service
Program

MARIST
COLLEGE

Poughkeepsie, N.Y. 12601-1387
(914) 471-3240

FINAL REPORT

Submitted: November 30, 1989

ED332651

Cover Sheet

GRANTEE ORGANIZATION: Marist College
82 North Road
Poughkeepsie, NY 12601

PR/AWARD NUMBER: P116F80091

PROJECT DATES: Starting Date: September 1, 1988
Ending Date: August 31, 1989
Number of Months: 12

PROJECT DIRECTOR: Deborah Bell DiCaprio
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Poughkeepsie, NY 12601
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FIPSE PROGRAM OFFICERS: Sharon Burke
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GRANT AWARD: $37,990

HE 024 631

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MARIST COLLEGE
Pr/Award# P116F80091
Final Report: 11/30/89

PROJECT SUMMARY PARAGRAPH

Originally established in October, 1987, Marist College's Community Service Program places Marist students with a variety of local non-profit community agencies. In return for their work in the community, program participants who demonstrate financial need receive up to $500 per semester in tuition credit. The actual amount of credit received is prorated according to the number of hours served and is applied toward reduction of the students' education loan balances. Students spend up to 10 hours per week at placement sites which they choose. Each placement reflects a student's particular interests and is closely coordinated with the community organization involved. Transportation to and from sites is provided. Any full-time student in good academic standing is eligible to apply for the program. No academic credit is received for participation. Although the program is open to students in all academic disciplines, those pursuing majors in management studies, communications, computer science, and other typically "non-service" fields are especially encouraged to apply. From its inception through 8/31/89, the program has provided 57 students with placements in 18 different community organizations.

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MARIST COLLEGE
Pr/Award #P116 F80091
Final Report: 11/30/89

EXECUTIVE SUMMARY

Project Title: "Community Service at Marist College: Expanding a Partnership"

Grantee Organization: Marist College
82 North Road
Poughkeepsie, NY 12601

Project Contact: Philip Koshkin-Youritzin
Coordinator, Community Service Program
tel: (914) 471-3240, Ext. 201

A. Project Overview:

Marist's Community Service program was established in October, 1987, with grant assistance from the U.S. Department of Education (FIPSE). The purpose of the program was and remains primarily two-fold: to develop and mobilize student involvement in helping to meet the growing social and educational needs of the surrounding community; and to enable Marist recipients of education loans to reduce the level of their indebtedness.

The program is structured to provide Marist students with opportunities to apply their personal and academic skills and interests toward a wide range of community service needs. By 8/31/89, approximately fifty schools, youth programs, hospitals, senior citizen programs, homeless shelters, and other service organizations had requested volunteer assistance from the Marist program. By the close of the 1989 spring semester, a total of 57 students had served at 18 of these organizations. During the 1988/89 academic year, these students served an average of almost 8 hours per week over an average period of nearly 11 weeks each semester.

Nearly all of the student participants had demonstrated financial needs and were eligible to receive the tuition credit provided by the program in return for community service. The average amount of such credit received during the year totaled $742 per student. About two-thirds of the 1988 fall semester participants elected to stay with the program during the following term, and the same ratio of 1989 spring semester participants indicated that they would continue with the program at the start of the 1989/90 academic year.

B. Purpose:

Despite the growth of community needs in areas like education, childcare, housing, and support of disadvantaged populations, the relative amount of public resources allocated to meet those needs has decreased over the past several years. During the same period, greater economic pressures on college students have worked to lessen the degree of their involvement in community activities. Marist's program was developed as an alternative to student borrowing which would also encourage direct, active involvement as a means of assistance to the community.

Beyond fostering a sense of community commitment, program participation is further seen as an excellent way of expanding and reinforcing the academic curriculum because it challenges students to apply what they are learning in

a classroom setting to real-life situations. For many participants, the program experience leads to clarification of personal, academic, and career goals, and so provides them with a sounder basis for decision-making.

Potential program benefits extend past the program itself and its direct participants. It can also serve as a campus-wide catalyst and resource for heightening general awareness of community issues and promoting greater acceptance of service activities among students, faculty, and staff. Because of its focus on issues which are larger than the campus, the program can help bring these groups closer together in a common purpose.

C. Background and Origins:

Marist College has a long tradition of service to the community which is grounded in its establishment by the Marist Brothers, a religious order founded on teaching and service to others. Although it became an independent, nonsectarian institution of higher education in 1969, the College has retained its perspective on community involvement and emphasizes social, philosophical, and ethical studies in its core curriculum.

Hwever, its location in the mid-Hudson River Valley, close to New York City and centers of corporate business and technology, has required the College to adjust to the academic needs of an increasingly fast-paced, competitive society. From its origin as a small liberal arts institution, the College has grown to an undergraduate population of about 3,000 students and has established major departments in management studies, communications, and computer science in order to meet society's demands. As recent nationwide surveys have indicated, college students (in reflection of general attitudes) are tending to follow income-producing goals in choosing academic and career paths, and Marist students are no different. For the most part, they come from relatively affluent backgrounds and are prone to the isolation and self-concern characteristic of many of today's college students.

Consequently, the Community Service Program is viewed at Marist as a reaffirmation of the College's liberal arts heritage in a larger environment which sometimes seems to threaten that heritage. While the various Marist curricula afford the students the "tools" to be competitive in the modern world, the program provides them opportunities to use those skills creatively in helping to resolve critical social issues.

Due to its placement under Marist's Office of Student Affairs, the program has enjoyed considerable organizational support from the outset and has augmented the Office's orientation toward the personal growth and development of the student body. Because of the tuition credit aspect of the program, early links to the College's Financial Aid Office and the Student Accounts Office needed to be established, and these have been strengthened over time.

D. Project Description:

An assessment of Marist student attitudes toward college education, their perceptions of its relationship to personal and career goals, and the value they place on volunteerism and service activities was conducted during the 1987 fall semester. Findings suggested that, to be successful, the program should: tie program activities in with students' long-range academic/career plans; stress

the practical benefits of community involvement instead of global ones; emphasize low-risk opportunities for personal satisfaction; and maximize the convenience (e.g., scheduling, accessibility) of service placements. Planning for the program was therefore based on the need for flexibility and for ensuring that participants would have meaningful, satisfying placement experiences.

Since the majority of Marist undergraduates pursue majors in fields which are not typically associated with service activities, considerable effort was made to show how the program could provide such "non-service"-oriented students with opportunities for growth and learning which they might not otherwise have. Program recruitment strategy centered on a broad campaign involving personal letters to students eligible for tuition credit, referrals by staff and faculty, posted notices of service options, articles and advertisements in campus publications, and discussion of the program at a variety of student body meetings.

Through constant contact with local schools and non-profit agencies, an extensive list of potential placement sites was developed (see "Attachment A" appended to the main body of this Final Report). Individualized placements were then able to be effected, with the actual content and details of each of those placements being mutually determined by the student and the agency involved. Transportation to and from placement sites has been provided by the program for students who do not have their own cars (for those who do and use them for program activities, mileage costs are reimbursed).

In order to ensure that placements proceed smoothly, the Program Coordinator remains in close contact with each student and the student's site supervisor for the course of the placement. Participation in placements is documented through the use of time-sheets, which are carefully maintained to ensure that each student receives the proper amount of tuition credit.

E. Project Results:

The program has had uniformly positive results for the student participants, for the agencies they have served, and for the College itself. Discussions with the students during their placements and comments made during structured end-of-placement interviews with them consistently indicated that their program experiences provided them with increased personal maturity, a better awareness and understanding of the needs and perspectives of others, and a much-welcomed chance to help and be supportive of others. Most of the students have also reported that the program has helped them to achieve a clearer idea of what they wish to accomplish in the future and how they can best apply their chosen fields of study. All of the students have stated that they would recommend the program to other students as the source of a variety of personal and practical benefits.

As with the students, the level of satisfaction with the program which has been experienced by community agencies has been determined through agency comments received during and after placements. With only one exception, the placement sites have commented positively on the program's usefulness in providing much-needed assistance and support to the community and have expressed a strong interest in having more Marist students work with them in the future.

(For a tabular representation of program activity data through 8/31/89, the reader should refer to "Attachment B" appended to the main body of this Final Report).

For the College, the existence of the program has, apart from reinforcing

Marist's service tradition, helped to strengthen its relationship with the local community. It has also provided an additional dimension to the educational resources available to Marist students because it encourages students to gain experiential knowledge of core curriculum issues. Perhaps the best indicator of the overall success of the program is the fact that the College elected to assume full funding of the program after expiration of the 1988/89 FIPSE grant.

For the 1989/90 academic year and beyond, the program will expand its basic operations to include more students who are not eligible for tuition credit in community volunteer activities and will develop "short-term" placement capabilities for those students who are either unable or unwilling to make long-term service commitments. These new directions are intended to open the program to a wider segment of the student population and, thereby, enhance both its benefits to the community and its connection with the entire Marist campus.

F. Summary and Conclusions:

Marist's Community Service Program has proved to be an effective means of accomplishing the general project purposes described earlier. However, much work remains to be done. The number of student participants over three full semesters of program operations combined with the number projected for 1989/90 represents only a tiny fraction of the total student body.

It is anticipated that the new program initiatives will result in greater student interest and involvement, which will in turn further establish the program as a viable institutional function. One major area of student recruitment and mobilization still requiring attention involves inclusion of more community service discussions in classroom settings. To this end, additional program efforts will be made to enlist the support of various academic departments in directly publicizing to their students the opportunities for community service and the advantages to be derived from such activities.

G. Appendices:

In addition to seeing Attachments "A", "B", and "C", which provide data about program operations and are appended to the main body of this Final Report, the reader should refer to Attachment "D", which lists some suggestions for future FIPSE involvement with community service projects.

MARIST COLLEGE
Community Service Program
Pr/Award #P116F80091

FINAL REPORT

Submitted: November 30, 1989

In accordance with FIPSE requirements and guidelines, the following final report on Marist College's Community Service Program is submitted for the grant period September 1, 1988 - August 31, 1989.

A. Project Overview:

Marist's Community Service Program was established in October, 1987, with grant assistance from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The purpose of the program was and remains primarily two-fold: to develop and mobilize student involvement in helping to meet the growing social and educational needs of the surrounding community; and to enable Marist recipients of education loans to reduce the level of their indebtedness. Organizationally, the program operates under the auspices of the College's Office of Student Affairs. The Assistant Dean of Student Affairs is the overall director of the program, and the Program Coordinator is responsible for all day-to-day operations.

The program is structured to provide Marist students with opportunities to apply their personal and academic skills and interests toward a wide range of community service needs. Service placements are individualized to accord with participants' interests and circumstances, and students spend up to 10 hours per week at placement sites which they choose. By 8/31/89, approximately fifty schools, youth programs, hospitals, senior citizen programs, homeless shelters, and other service organizations had requested volunteer assistance from the Marist program. By the close of the 1989 spring semester, a total of 57 students had served at 18 of these organizations. During the 1988/89 academic year, these students served an average of almost 8 hours per week over an average period of nearly 11 weeks each semester.

In return for their work in the community, students who demonstrate financial need are eligible to receive up to $500 per semester in tuition credit. The actual amount of credit received is prorated according to the number of hours served and is applied directly toward reduction of the students' education loan balances. In 1988/89, nearly all of the participants were eligible for

tuition credit assistance. The average amount of credit received during the year totaled $742 per student. About two-thirds of the students participating during the 1988 fall semester elected to stay with the program during the following term, and the same ratio of 1989 spring semester participants indicated that they planned to continue with the program at the start of the 1989/90 academic year.

B. Purpose:

Despite the growth of community needs in areas like education, childcare, housing for the poor, and general support of disadvantaged populations, the relative amount of public resources allocated to meet those needs has decreased over the past several years. During the same period, greater economic pressures on college students have worked to lessen the degree of their involvement in community activities. Marist's program was developed as an alternative to student borrowing which would also encourage direct, active involvement as a means of assistance to the community. Because it calls upon students to take a more active role in paying for their education, the program also promotes self-sufficiency and strengthens students' capacity for personal as well as social responsibility.

Beyond fostering a sense of community commitment, program participation is further seen as an excellent way of expanding and reinforcing the academic curriculum because it challenges students to apply what they are learning in a classroom setting to real-life situations. For many participants. the program experience leads to clarification of personal, academic, and career goals, and so provides them with a sounder basis for decision-making.

Potential program benefits extend past the program itself and its direct participants. It can also serve as a campus-wide catalyst and resource for heightening general awareness of community issues and promoting greater acceptance of service activities among students, faculty, and staff. Because of its focus on issues which are larger than the campus, the program can help bring these groups closer together in a common purpose.

C. Background and Origins:

Marist College has a long tradition of service to the community which is grounded in its establishment by the Marist Brothers, a religious order dedicated to teaching and service to others. Although it became an independent, non-sectarian

institution of higher education in 1969, the College has retained its perspective on community involvement and emphasizes social, philosophical, and ethical studies in its undergraduate core curriculum.

However, its location in the mid-Hudson River Valley, close to New York City and centers of corporate business and high-technology, has required the College to adjust to the academic needs of an increasingly fast-paced, competitive society. From its origin as a small liberal arts institution, the College has grown to an undergraduate population of about 3,000 students and has established major departments in management studies, communications, and computer science in order to meet society's demands. It also offers graduate programs in business administration, computer science and information systems, and public administration. Careers in these fields offer the greatest opportunities for financial success, and, as recent nationwide surveys have suggested, college students (in reflection of general social attitudes) are tending to follow income-producing goals in choosing academic and career paths. Marist students are no different from the current norm, and the College has had to take account of this fact in its academic curriculum development. In addition, Marist students come from backgrounds which are, for the most part, relatively affluent and they are prone to the isolation and self-concern characteristic of many of today's college students.

Consequently, the Community Service Program is viewed at Marist as a way of reaffirming the College's liberal arts heritage in a larger social environment which sometimes seems to threaten that heritage. While the various Marist curricula afford the students the "tools" to be competitive in the modern world, the program provides them opportunities to use those skills creatively in helping to resolve critical social issues. It also reinforces the basic concepts of active citizenship and demonstrates that the true purpose of education is not to facilitate the accumulation of material wealth but to enable meaningful contributions to society.

Due to its placement under Marist's Office of Student Affairs, the program has enjoyed considerable organizational support from the outset. The Office's jurisdiction includes Campus Ministry, Health Services, Personal Counseling, and College Activities, and the program has served to augment the Office's orientation toward the personal growth and development of the student body. Because of the tuition credit aspect of the program, early links to the College's Financial Office and the Student Accounts Office needed to be established, and these

have been strengthened over time. Although a steering committee which included faculty representatives was developed at the start of the program to review its policies and goals, there has been relatively little involvement in the program by the general faculty. In contrast with discipline-specific academic internships taking place in the local community, program placements do not result in any academic credit and program activities may not be applied toward fulfillment of any academic course requirements.

D. Project Description:

An assessment of Marist student attitudes toward college education, their perceptions of its relationship to personal and career goals, and the value they place on volunteerism and service activities was conducted during the 1987 fall semester. Findings suggested that, to be successful, the program should: tie program activities in with students' long-range academic/career plans; stress the practical benefits of community involvement instead of global ones; emphasize development of low-risk opportunities for personal satisfaction; and maximize the convenience (e.g., scheduling, accessibility) of service placements. Planning for the program was therefore based on the need for flexibility in meeting students' needs and circumstances and for ensuring that participants would have meaningful, satisfying placement experiences.

Program participation is open to any full-time Marist student who is at least a second-semester freshman and who is in good academic standing. The reasons for these two restrictions on participation are related and bear, first, on the need for students to make a satisfactory initial adjustment to college life and, second, on the need for students to make adequate academic performance their first and foremost area of concern. As already noted, only those students with demonstrated financial needs may earn tuition credit for community service work; other participants are deemed "true" volunteers. Although participation is open to students in all academic disciplines, those who are pursuing majors in management studies, communications, and computer science are especially encouraged to apply. Since these students (who comprise the majority of Marist undergraduates) are in fields not typically associated with service activities, the program can offer them opportunities for growth and learning which they might not otherwise have. During 1988/89, 30 of the 48 participants (or over 60%) who had declared majors were pursuing studies in such "non-service" areas.

The program's strategy for recruiting students was centered on a broad campaign involving personal letters to students eligible for tuition credit, referrals of students by staff and faculty, posted notices of current community needs and placement options, articles and advertisements in campus publications, and presentations of the program to a variety of student body meetings. Another major source of new applicants was word-of-mouth recommendation by students already in the program: nearly one-third of new applicants in 1988/89 arrived by this route.

Through constant contact with local schools and non-profit agencies, an extensive list of potential placement sites was developed (see "Attachment 'A', Community Placement Sites"). The availability of so many placement possibilities enables the tailoring of placements to individual student wishes. The actual content and details of a given placement are determined to the mutual satisfaction of the student and the agency involved, reflecting both the student's availability and the agency's needs. Transportation to and from placement sites is provided by the program for those students who do not have their own cars; for those who do and who use them for program activities, mileage costs are reimbursed.

In order to ensure that placements proceed smoothly, the Program Coordinator participates in the initial arrangements for each placement and thereafter remains in close contact with the student and the student's site supervisor for the duration of the placement. Students' placement attendance is documented through the use of time-sheets which are completed by the site supervisors, and these are carefully maintained in order to ensure that each eligible student receives the proper amount of tuition credit for his or her service.

E. Project Results:

Evaluation of the program's success has been based on the effects the program has had on its student participants, on the agencies served by the students, and on the College itself. Because the program embodies the concept of service, the nature of its evaluation necessarily reflects an outcome, rather than a process, orientation. For the students, this involves finding out if (and how) their participation has helped them personally and/or educationally. For the agencies, it involves determination of the degree of assistance the students have provided. And for the College, it involves establishing whether or not the program has been conducive to an educational environment and has promoted the image of the College

as an educational institution. In each case, there are objective indicators to measure the outcome. Based on these considerations, the program has had uniformly positive results across the board.

Assessment of program benefits to student participants rested on self-report statements made by them; an objective indicator was program "reenlistment". Discussions with the students during their placements and comments made during structured end-of-placement interviews with them consistently indicated that their program experiences provided them with increased personal maturity, a better awareness and understanding of the needs and perspectives of others, and a much-welcomed chance to help and be supportive of others. Most of the students also reported that the program has helped them achieve a clearer sense of what they wish to accomplish in the future (and why) and how they can best apply their chosen fields of study to that end. All of the students stated that they would definitely recommend the program as a way for students to derive a variety of personal and practical benefits. As noted above, two-thirds of the participants in each of the 1988/89 semesters indicated that they wanted to continue participating in the program. For the remainder of the participants, it was a question of being unable to continue, rather than being unwilling to do so: these students' further involvement was precluded by conflicts with academic internships, by the necessity of obtaining paid part-time employment to support themselves, and (in three instances) by being absent from campus the following term due to transfer or to foreign-exchange study. In not a single case did any student indicate simple dissatisfaction with the program.

As with the students, the level of satisfaction with the program experienced by the community agencies has been determined through agency comments received during and after placements. An objective indicator was the expressed desire to take on future placements. With only one exception, the placement sites commented positively on the program's usefulness in providing much-need assistance and support to the community and expressed a strong interest in having more Marist students work there. The single exception resulted from a placement which was (in retrospect) poorly organized and didn't allow for effective communication between the student and his site supervisor. In addition to positive evaluation comments, several agencies submitted separate letters of support which were instrumental in obtaining for the program a second-time grant of $10,000 from the Gannett Foundation and a first-time grant of $10,000 from the Hearst Foundation.

(For a tabular representation of program activity through 8/31/89, the reader should refer to "Attachment 'B', Program Data and Projections". This provides information about: program enrollment; agencies served by the program; participants' length of service; amounts of tuition credit received by eligible participants; and the distribution of participants' academic majors. Additional information about the amounts of time students have spent in placement activities is found in "Attachment 'C', Length of Service Statistics". With respect to this latter document, it should be noted that the term "placement semester" is used. This is defined as the actual number of weeks per semester during which students can be expected to perform community service activities. Students are not expected to work during exam periods nor, of course, during vacation periods).

For the College, the existence of the program has, apart from reinforcing Marist's tradition of service, helped to strengthen its relationship to the local community, as evidenced by the aforementioned agency letters of support. It has also provided an additional dimension to the educational resources available to Marist students because it encourages them to gain experiential knowledge of core curriculum issues. Perhaps the best indicator here of the overall success of the program is the fact that the College elected to assume full funding of the program after expiration of the 1988/89 FIPSE grant.

For the 1989/90 year and beyond, the program will expand its basic operations to encourage more students ineligible for tuition credit benefits to engage in community volunteer activities, and it will develop "short-term" placement capabilities for those students who are either unable or unwilling to make long-term (i.e, ongoing) service commitments. Here, much greater use will be made of existing student clubs and organizations to recruit volunteers from their respective members. In this way, more community service activities can be organized and implemented (and, therefore, "owned") by the students themselves rather than by the Community Service Program per se as an "administrative" function. These new directions are intended to open the program to a wider segment of the student population and, thereby, enhance both its benefits to the community and its connection with the entire Marist campus.

F. Summary and Conclusions:

Marist's Community Service Program has proved to be an effective means of accomplishing the general project purposes described earlier. However, much

work remains to be done. The number of student participants over three full semesters of program operation combined with the number projected for 1989/90 represents only a tiny fraction of the total student body.

It is anticipated that the new program initiatives mentioned above will result in greater student interest and involvement, which will in turn further establish the program as a viable institutional function. One example of the potential for success in this area is the program-sponsored turn-out of approximately eighty Marist students for a "short-term" (viz., one-day) community activity involving the New York State Special Olympics Games this past October. In addition to generating community good-will toward the College, the event sparked a lot of interest among the students in future involvement with similar activities.

One major area of student recruitment and mobilization still requiring attention involves inclusion of more community service discussions in classroom settings. To this end, additional program efforts will be made to enlist the support of various academic departments in directly publicizing to their students the opportunities for community service and the advantages to be derived from such activities.

G. Appendices:

In addition to seeing Attachments "A", "B", and "C" to this Report, the reader should refer to Attachment "D", which provides some suggestions concerning future FIPSE involvement with community service projects.

MARIST COLLEGE
COMMUNITY SERVICE PROGRAM

Community Placement Sites

As of August 31, 1989, the following community organizations had expressed an interest in using the Community Service Program to assist them in meeting their staffing and/or programming needs.

Agencies where placements had actually occurred by the close of the 1989 Spring Semester are marked with an (*).

For each organization, the type of service it provides, the population it serves, and the kind of volunteer needs which Marist students could meet are indicated.

AGENCY	TYPE OF SERVICE	POPULATION	NEEDS
Adriance Memorial Library	Community library	General	Inventory; data-entry
Alliance for the Mentally Ill	Support and referral	Mentally ill	Vocational rehabilitation
Astor Home for Children	Residential treatment	Troubled youth	Youth worker aides
Beacon Community Center	Information, support, and referral	Socially/economically disadvantaged	Outreach workers; activity aides
* Big Brothers/Big Sisters of Dutchess Co.	Guidance and support	Youth	Program promotion; fund-raising
* Board of Cooperative Educational Services (BOCES)	Education and vocational training	General	Teacher aides; tutors; data-entry
Cornwall Hospital	General medical	General	Activity aides
Danbury Youth Services	Supervision and guidance	Youth	Counselor aides
* Dutchess Co. Art Association	Exhibits and cultural programs	General	Program promotion and organization
Dutchess Co. Association for Senior Citizens	Support and referral	Elderly	Personal care aides; program promotion
Dutchess Co. Child Development Council	Referral and training	Families	Program promotion; child-care research aides

ATTACHMENT "A"

MARIST COMMUNITY SERVICE PROGRAM
Community Placement Sites

AGENCY	TYPE OF SERVICE	POPULATION	NEEDS
Dutchess Co. Coalition for the Homeless	Emergency Shelter	Homeless	Shelter workers
Dutchess Co. Community Action Program	Support and referral	Socially/economically disadvantaged	Outreach; client advocacy
Dutchess Co. Council on Alcoholism & Chemical Dependency	Information and referral	General	Education program aides; program promotion
Dutchess Co. Environmental Management Council	Resource conservation	General	Resource mapping aides; computer networking
Dutchess Co. Girl Scout Council	Guidance and recreation	Youth	Event coordinators; community organizing
Dutchess Co. Historical Society	Cultural preservation	General	Tour guides; research aides
Dutchess Co. Mental Health Association	Information, referral, and counseling	General	Education program aides; program promotion
* Dutchess Co. Office for the Aging	Support and referral	Elderly	Home-care aides; data-entry
* Dutchess Co. Special Olympics	Special sports events	Mentally retarded	Event coordinators; fund-raising
* Dutchess Horizons	Support, referral, and counseling	Mentally ill	Vocational and social rehabilitation aides
Dutchess Outreach	Support and referral	Socially/economically disadvantaged	Client advocacy; soup-kitchen workers
* Family Services of Dutchess Co.	Information and referral	Families	Program promotion; data-entry
Fishkill Correctional Facility	Corrections	Offenders	Educational and vocational rehabilitation aides

ATTACHMENT "A", 2

MARIST COMMUNITY SERVICE PROGRAM
Community Placement Sites

AGENCY	TYPE OF SERVICE	POPULATION	NEEDS
* Gannett House	Temporary shelter, support, and referrals	Homeless families	Child-care workers; casework aides
Grace Smith House	Emergency shelter, support, and referral	Battered women	Counselor aides, client advocates
Harambee of Poughkeepsie	Guidance and support	Minority youth	Education aides; activity aides
* Hudson River Sloop Clearwater	Environmental conservation	General	Program promotion; fund-raising; research aides
* Hudson River Psychiatric Center	Inpatient psychiatric treatment	Mentally ill	Therapy aides; client advocates; activity aides
* Hudson Valley Philharmonic	Concerts and cultural events	General	Program promotion; fund-raising
* Interfaith Volunteer Care-givers' Program	Home-visits and support	Elderly	Home-visit companions
Literacy Volunteers of Dutchess Co.	Literacy and ESL	Illiterate adults	Tutors; data-entry
Mid-Hudson Library System	Specialized library	Special-needs, handi-capped	Outreach; program pro-motion
New Horizons for the Retarded	Residential habilitation and care	Mentally retarded	Counselor aides; education/activity aides
New York State Division for Youth	Group-home treatment and care	Troubled youth	Counselor aides; education/activity aides
* Poughkeepsie Children's Home	Residential treatment and care	Troubled youth	Child-care workers; activity aides
* Poughkeepsie City School District	General education	K-12th grade	Teacher aides; activity aides

ATTACHMENT "A", 3

MARIST COMMUNITY SERVICE PROGRAM
Community Placement Sites

AGENCY	TYPE OF SERVICE	POPULATION	NEEDS
* Poughkeepsie Family Development and Daycare Center	Child-care	Children	Child-care workers
Rehabilitation Programs, Inc.	Vocational skills development	Mentally retarded	Vocational habilitation aides
* St. Francis Hospital	General medical	General	Activity aides; support service workers
St. George's School	General education	K-8th grade	Activity/recreation aides
Salvation Army	Afterschool program	Children and youth	Activity/recreation aides
Task Force for Child Protection	Information, advocacy, and referral	Abused/neglected children	Program promotion; trainer and research aides
* Town of Newburgh Volunteer Ambulance Corps	Rescue squad	General	Rescue workers; EMTs
Ulster Co. Literacy Association	Literacy and ESL	Illiterate adults	Tutors
Ulster Co. Special Olympics	Special sports events	Mentally retarded	Event coordinators; fund-raising
Wassaic Developmental Disabilities Service Office	Residential habilitation and care; information and advocacy	Mentally retarded	Counselor aides; education/activity aides
YMCA	Guidance and recreation	Children and youth	Child-care workers; program promotion
* YWCA	Guidance and recreation	Children and youth; women's issues	Child-care workers; program promotion

ATTACHMENT "A", 4

ATTACHMENT "B"

MARIST COLLEGE
COMMUNITY SERVICE PROGRAM

Program Data and Projections as of 8/31/89

A. STUDENT PARTICIPANTS

1. Total number of students participating in the program since the beginning of Spring Semester, 1988, through the end of Spring Semester, 1989: 57

2. Number of participants per semester of operation:
   Spring, 1988 - 14 (all new applicants)
   Fall, 1988 - 29 (4 returnees, 25 new applicants)
   Spring, 1989 - 40 (22 returnees, 18 new applicants)

3. Participant projections for the 1989-90 academic year:
   Fall, 1989 - 46 (26 returnees, 20 new applicants)
   Spring, 1990 - 55 (30 returnees, 25 new applicants)

4. Total number of students projected to have participated between program inception and the end of Spring Semester, 1990: 102

B. AGENCY PLACEMENTS

1. List of agencies already served and the number of students placed at each:

Semester	Agency	# Students
Spring, 1988	Poughkeepsie City School District (PCSD)	14
Fall, 1988	PCSD	20
	Poughkeepsie Children's Home	3
	Gannett House	2
	Family Services	1
	Dutchess Horizons	1
	Big Brothers/Big Sisters	1
	Office for the Aging	1
	Poughkeepsie Daycare Center	1
	BOCES (GED Program)	1
Spring, 1989	PCSD	23
	Poughkeepsie Children's Home	4
	YWCA	3
	Gannett House	2
	Newburgh Rescue Squad	2
	Family Services	1
	Dutchess Horizons	1
	St. Francis Hospital	1
	Hudson River Clearwater	1
	Interfaith Caregivers' Program	1
	Hudson Valley Philharmonic	1
	Special Olympics	1
	Hudson River Psychiatric Center	1
	Dutchess Co. Arts Association	1

MARIST COLLEGE
COMMUNITY SERVICE PROGRAM

Program Data & Projections (cont.)

2. Agency placements tentatively arranged for Fall Semester, 1989:

Agency	# Students
PCSD	15
Poughkeepsie Children's Home	2
YWCA	2
Newburgh Rescue Squad	2
Gannett House	2
Family Services	2
St. Francis Hospital	1
Dutchess Horizons	1
Hudson River Clearwater	1
Interfaith Caregivers' Program	1
Office for the Aging	1
Task Force on Child Protection	1
Danbury Youth Services	1
Beacon Community Center	1
Grace Smith House	1
Ulster Co. Literacy Services	1

C. PARTICIPANTS' LENGTH OF SERVICE

The following is a breakdown, by semester, of the average length of placements (viz., weeks/semester) and the average amount of time spent each week (viz., hours/week) at those placements for all student participants through 8/31/89:

Semester	Weeks/Semester	Hours/Week	Total # Students
Spring, 1988	10½	9½	14
Fall, 1988	10½	8½	29
Spring, 1989	11	7	40

D. PROGRAM TUITION ASSISTANCE

The following shows, by semester, both the average amount of tuition credit earned by each participant and the actual total amount of credit earned by all participants (NOTE: Some students were ineligible for tuition credit and thus served as true volunteers; the ratio of "eligible" participants to "volunteer" ones is expressed as a fraction).

Semester	Average Earned	Actual Total	Eligible/Volunteer
Spring, 1988	$400	$ 5,600	14/0
Fall, 1988	399	10,772	27/2
Spring, 1989	343	11,991	35/5

E. DISTRIBUTION BY MAJORS

Breakdown by academic major of all program participants through the end of Spring Semester, 1989:

Communications: 15
Psychology: 10
Accounting: 5
Business Administration: 5
Computer Science: 3
Fine Arts: 3
Economics: 2
English: 2
Political Science: 2
Social Work: 1
Undeclared: 9

ATTACHMENT "C"

MARIST COLLEGE
COMMUNITY SERVICE PROGRAM

Length of Service Statistics

SPRING, 1988: (12 weeks in "placement semester") - total students: 14

10	students	for	12	wks./sem.	(= 120)	@	10	hrs./wk (= 100)
1	student	"	12	"	(= 12)	@	6	" (= 6)
2	students	"	6	"	(= 12)	@	10	" (= 20)
1	student	"	2	"	(= 2)	@	6	" (= 6)
				Averages:	10½ wks./sem.			9½ hrs./wk.

FALL, 1988: (12 weeks in "placement semester") - total students: 29

14	students	for	12	wks./sem.	(= 168)	@	10	hrs./wk (= 140)
2	students	"	12	"	(= 24)	@	7	" (= 14)
1	student	"	12	"	(= 12)	@	6	" (= 6)
2	students	"	11	"	(= 22)	@	10	" (= 20)
1	student	"	9	"	(= 9)	@	10	" (= 10)
1	student	"	9	"	(= 9)	@	6	" (= 6)
2	students	"	8	"	(= 16)	@	10	" (= 20)
1	student	"	8	"	(= 8)	@	5	" (= 5)
1	student	"	3	"	(= 3)	@	10	" (= 10)
1	student	"	5	"	(= 5)	@	2	" (= 2)
1	student	"	5	"	(= 5)	@	10	" (= 10)
* 1	student	"	12	"	(= 12)	@	5	" (= 5)
* 1	student	"	12	"	(= 12)	@	4	" (= 4)
				Averages:	10½ wks./sem.			8½ hrs./wk.

SPRING, 1989: (13 weeks in "placement semester") - total students: 40

12	students	for	13	wks./sem.	(= 156)	@	10	hrs./wk (= 120)
2	students	"	13	"	(= 26)	@	8	" (= 16)
1	student	"	13	"	(= 13)	@	7	" (= 7)
6	students	"	13	"	(= 78)	@	6	" (= 36)
6	students	"	13	"	(= 78)	@	5	" (= 30)
1	student	"	10	"	(= 10)	@	6	" (= 6)
3	students	"	7	"	(= 21)	@	10	" (= 30)
1	student	"	7	"	(= 7)	@	7	" (= 7)
1	student	"	6	"	(= 6)	@	4	" (= 4)
1	student	"	4	"	(= 4)	@	10	" (= 10)
1	student	"	4	"	(= 4)	@	7	" (= 7)
* 1	student	"	13	"	(= 13)	@	5	" (= 5)
* 1	student	"	13	"	(= 13)	@	2	" (= 2)
* 1	student	"	6	"	(= 6)	@	3	" (= 3)
* 1	student	"	6	"	(= 6)	@	2	" (= 2)
* 1	student	"	4	"	(= 4)	@	3	" (= 3)
				Averages:	11 wks./sem.			7 hrs./wk.

* Denotes "true" volunteer (= student ineligible for tuition credit)

MARIST COLLEGE
Community Service Program
Final Report: 11/30/89

ATTACHMENT "D"

INFORMATION FOR F.I.P.S.E.

A. SUGGESTIONS FOR F.I.P.S.E. ASSISTANCE:

1. The annual FIPSE Directors' Conferences have been helpful in providing opportunities to exchange information, learn from other programs' general experiences, and address some issues of common concern. However, due to the number of different programs represented and the limited amount of conference time available for in-depth discussion of specific issues likely to be of interest only to certain types of programs, consideration might be given to narrowing the scope and size of future conferences. This might be accomplished by:

a. Categorization: At conferences, subgroup meetings and workshops not only by general program type (e.g., community service projects), but also by specific sub-type (e.g., community service projects which emphasize long-term versus short-term placement activities; those which incorporate some form of financial assistance versus those providing academic credit; those which focus primarily on environmental or conservation activities versus those dealing with disadvantaged populations; etc.). Small-group sessions could then better focus on concrete issues and allow the programs to derive practical benefits from each others' experiences. Large-group sessions could then involve all the sub-types within a general category and be devoted to broader issues of common concern (e.g., implications of pending national service legislation for existing community service programs; how to increase institutional or community support for programs; IRS treatment of programs' financial assistance features; etc.).

b. Regionalization: Rather than having a single annual national conference, hold several smaller regional (or even statewide) ones. These, too, could be categorized at least by general program type. Smaller conferences would promote greater specificity (and, hence, usefulness) of content since their agendas would be briefer and tailored more closely to particular program needs. Time and travel requirements would be reduced, and, because such conferences could conceivably be completed within only one day (thus avoiding expensive lodging and meal requirements), they could be made more cost-effective.

2. As an adjunct (or possibly even an alternative) to conferences as a vehicle for information-sharing, consider publication of a (monthly? quarterly?) FIPSE "newsletter" which could discuss current programmatic issues, review state and federal program-related trends, and provide information about new programs and upcoming FIPSE initiatives. Contributions to the publication on specific issues could be solicited (or even required) from FIPSE-sponsored programs on a regular basis. This would allow programs to "talk" to each other, thereby effectively serving the same purpose as a conference but at much less resource-cost.

B. KEY PROGRAM CONSIDERATIONS:

Based on the Marist College program experience, the following factors are critical in recruiting and retaining student participants, especially with respect

MARIST COLLEGE
Community Service Program
Final Report: 11/30/89

INFORMATION FOR F.I.P.S.E. (cont.)

to long-term placements (i.e., those intended to last for most or all of a semester, or even longer):

- Making effective use of participants' time;
- Comfortability of the participants in their placement roles;
- Participants' sense of accomplishment in their service activities;
- Meaningfulness to the individual participant of his or her service activity.

Accordingly, the structure and operations of a community service program similar in nature to Marist's would do well to emphasize the following features:

1. Transportation to and from service placements must be timely and reliable. Transportation arrangements which are time-consuming ot overly complex subtract from the amount of time students have available to engage in actual service activities. Inconsistency or unreliability of arrangements may also lead to decreaed student motivation for further participation.

2. Flexibility and individualization of placements are essential to attract and maintain student interest in the program. Different students are interested in different activities, and they have a variety of reasons for participating in the program. Also, the existence of a wide range of placement options helps reinforce the concept that community service can take many forms and is, therefore, suitable for all persons, regardless of their respective interests, abilities, or skills. Furthermore, individualized placement "matches" minimize the need for extensive on-site orientation or training since they utilize appropriate knowledge and skills already possessed by the participants. This can result in considerable savings of institutional and community resources.

3. Structure of a given placement must provide an adequate sense of direction and purpose to the participant's activities. Most students respond well to direction and seem to prefer placements which provide specific content and tasks and within which the student's role and responsibilities are clearly defined and communicated. This is not to imply that placements should be so structured that the students are unable, through exercise of creativity and initiative, to "expand" the placements to reflect their particular talents and capacities.